



## Wooler First School Curriculum 2021

At Wooler First School we follow the EYFS Early Statutory Framework (2021). Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

"Education is not the filling of a pail, but the lighting of a fire."

William Butler Yeats

## EYFS learning and development requirements

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected and British values and the values of our school are embedded throughout.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Throughout their time in Nursery and Reception our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs see Appendix I)

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Wooler First School are the three

### Characteristics of Effective Learning.

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

**'What children learn is important, but how children learn is even more important if they are to become learners in today's society.'**

Helen Moylett

# Teaching & Learning in the EYFS at Wooler First School

## Play

At Wooler First School we understand that play is essential to support the development of successful, happy, confident and resilient learners of the future. Therefore in our EYFS children have extended opportunities to explore and learn through play. We believe learning should be fun and meaningful, should build upon what children already know and what they are interested in, as well as provide opportunities for them to broaden their experiences. In order to ensure this, sometimes learning opportunities are planned for by the adult; while at other times planning occurs 'in the moment' where practitioners take the child's lead and 'teach' them the skills and knowledge they need as their play evolves.

**"Play is the highest form of research."**

Albert Einstein

**"Play gives children a chance to practice what they are learning."**

Fred Rogers

## Our Learning Environment

Our learning environment provides important opportunities for the children in Little Acorns or Oak Class to consolidate and progress their own learning in all aspects of the curriculum. We ensure that our learning environment is engaging, challenging and supportive to all children whatever their starting point and as an EYFS team provide high quality interactions in order to develop and deepen children's skills, knowledge and understanding. The children in Little Acorns and Oak Class also access the Forest School for half a day per week where they have the opportunity to explore, consolidate learning and develop new skills. Evidence of learning in the Forest is recorded in our Forest School Portfolios.

## Planning

Each half term as an EYFS team we identify relevant and enriching learning opportunities, experiences and events and record them in a half termly overview. This is used alongside our progress models and children's interests to provide appropriate learning opportunities. Any teaching activities or interactions that staff have with groups of children are written up on the Weekly Planning Sheet that is kept in the class. This is then used to inform the planned activities and provocations for the following week. Learning from each week is shared with parents and carers regularly through Tapestry.

In Little Acorns and Oak Class teaching inputs (or when adults teach key concepts in small or larger groups) happen a number of times throughout the day. The majority of this work is practical, hands-on and is recorded using photographs. Once children start reception PE and Music are also taught as standalone subjects at various points during a regular week. Pre-school children begin these activities in the summer term as part of transition.

Phonics focuses on phase one in Nursery and then moves on to follow Read, Write Inc. when children enter their reception year. (Appendix II)

Opportunities for practicing and learning mathematics are provided throughout the learning environment and new concepts are introduced and taught using White Rose Maths Materials. (Appendix III)

Opportunities for physical development are provided throughout the learning environment, however new skills are developed and taught in PE using the Get Set 4 PE scheme.

## Assessment in EYFS

Early Year's staff are constantly using their knowledge of child development to assess and plan for the next steps in a child's learning.

### Little Acorns

In nursery children are assessed on entry to nursery and identified as 'on track' or 'not on track' to meet the age related milestones. This information is then used to inform planning for individual and groups of children. Following this children are then assessed at the end of each term and progress monitored. At the end of the year those children at the end of their pre-school are assessed as to whether they are school ready and this information is shared with parents/carers and also with the Reception Class teacher.

Children in Nursery receive a focus week each half term. During this time practitioners focus on observing and developing a specific child's knowledge and skills. A meeting is then held with the child's parents/carers to discuss progress, next steps and how the child can be best supported at home.

### Oak Class

Children are assessed on entry to their reception using the statutory Reception Baseline Assessment (RBA). In the first term each child also receives a focus fortnight which is used by practitioners to build their knowledge of the individual child and also to develop an individual child's knowledge and skills. A meeting is then

held with the child's parents/carers to discuss progress, next steps and how the child can be best supported at home.

Children are assessed by practitioners at the end of the Autumn and Spring Terms and identified as to whether they are 'on track' to meet the Early Learning Goal (ELG) in each of the seven areas of learning. Extra support and interventions are provided for children identified as 'not on track' and recommendations are made as to how parents can support learning and development at home.

In the Summer Term Teachers must complete an EYFS profile for each child. Each child must be assessed against the 17 Early Learning Goals (ELGs). For each ELG, teachers must judge whether a child is meeting the level of development expected at the end of the EYFS (expected); or not yet reaching this level (emerging). This information along with a commentary on the three characteristics of effective learning is shared with parents and the Year 1 Class Teacher. Children are defined as having reached a Good Level of Development (GLD) at the end of Reception if they have achieved at least the expected level in Communication & Language, PSED, Physical Development, Literacy and Mathematics.

## Appendix I

# The Early Learning Goal Descriptors

## Communication and Language

### ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Personal, Social and Emotional Development

### ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

### ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Physical Development

### ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

### ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

### ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

### ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## Mathematics

### ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Understanding the World

### ELG: Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

## **ELG: The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

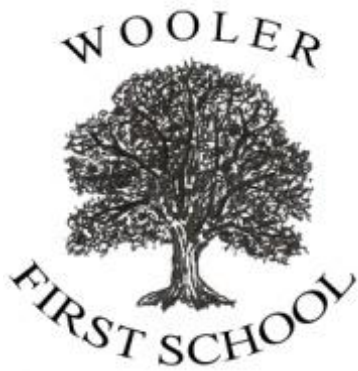
## **Expressive Arts and Design**

### **ELG: Creating with Materials**

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### **ELG: Being Imaginative and Expressive**

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.



## Phonics in EYFS at Wooler First School

### **To achieve the Early Learning Goal in Word Reading children should:**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Teaching & Learning

The teaching and learning opportunities provided throughout our Early Years setting are planned to support children in achieving the ELG by the end of their Reception year.

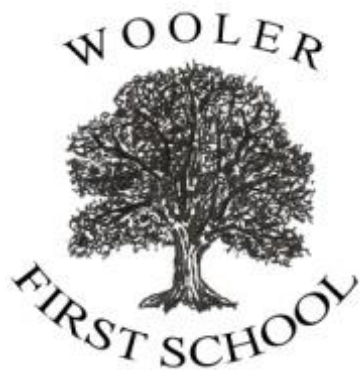
Children's phonological learning journey begins when they join our provision aged 2. Children are encouraged to listen to and join in with stories, rhymes and songs and opportunities are provided throughout the learning environment, both indoors and outdoors for children to listen to and explore sound.

Pre-school children focus on phase one phonic activities. They continue to be encouraged to use listen carefully to and join in with stories, rhymes and songs and begin to identify sounds. As the year progresses children are taught to identify initial sounds in words and to orally blend. Adult interactions allow children to practice and develop these skills. Early years practitioners use the Launch Pad for Literacy, RWI and Sounds

Great resources to support the teaching and learning of phase one phonics in Nursery.

In Reception Class the RWI materials are used to plan and support the teaching and learning of phonics. Children have a phonics input every day and opportunities to link phonics to writing and reading are provided throughout the provision to allow children to practice their skills. Children are regularly assessed and those identified as not on track to reach the ELG are given extra opportunities to practice their skills within provision, 1:1 or in a small group when appropriate.





## Maths in EYFS at Wooler First School

### **To achieve the Early Learning Goal in maths children should:**

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Teaching & Learning

The teaching and learning opportunities provided throughout our Early Years setting are planned to support children in achieving the ELG by the end of their Reception year.

Children's mathematical learning journey begins when they join our provision aged 2. Children are encouraged to use mathematical language in their play and opportunities are provided throughout the learning environment, both

indoors and outdoors for children to explore mathematical concepts.

Pre-school children have a short maths input each day. They continue to be encouraged to use mathematical language in their play and there are specific practical maths activities set up within the provision to allow children to practice and develop their skills. Early years practitioners use the White Rose Materials to support the teaching and learning of maths in Nursery.

In Reception Class the White Rose Maths materials are also used to plan and support the teaching and learning of mathematics. Children have a maths input every day and following the input the children complete a short maths activity with an adult, usually in a small group. These activities are practical and recording of maths is introduced when developmentally appropriate. Children identified as not on track to reach the ELG are given extra opportunities to practice their skills within provision and 1:1 or in a small group when appropriate.